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ABSTRACT

This report presents the data from a national survey which was designed to answer the question, "What is the status of vocational education in correctional institutions?" The data were collected from 459 institutions (state, federal, military, and jail) which offered vocational education at the time of the survey; the purpose of the survey was to develop a data base for future planning and evaluation. Data are reported in these fourteen sections: facility and inmate characteristics: goals for vocational education programs: enrollments in vocational education programs: age and race of students: shops, equipment, and lesson plans: special needs groups: organization, delivery, and accreditation: expenditures: scheduling: entry requirements, procedures, and incentives: instructional staff characteristics: guidance, counseling, and job placement services: student status after completion of vocational education programs: and program additions, changes, and curtailments. Each section includes a brief narrative highlighting the data presented. Data are tabulated separately for youth and adult facilities in terms of frequencies, percents, and means. Appendixes include identification of the survey population, development of survey forms, and data collection and analysis methodologies. (This and two other technical reports are included in the final report, ED 151 569.) (YLB)

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VOCATIONAL EDUCATION IN CORRECTIONAL INSTITUTIONS: SUMMARY OF A NATIONAL SURVEY

National Study of Vocational
Education in Corrections

Technical Report No. 3

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

NATIONAL STUDY OF VOCATIONAL
EDUCATION IN CORRECTIONS

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FOREWORD

Vocational education in corrections is not a new phenomena, but in recent years more interest has been generated at the national level. Congressional committees have inquired as to status, effort, and scope of vocational programs. Federal agencies have asked unanswerable questions regarding commitment and allocation of resources to this special population.

This report represents an excellent effort to answer some of those questions and inquiries. The agencies who contributed time and manpower to participate in this study are to be commended. A debt of gratitude is owed to the project national advisory committee for their interest and devotion to the objectives of the study.

The Center and project staff have given beyond the "norm" in conducting the study and reporting the results.

Robert E. Taylor
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The Center for Vocational
Education

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INTRODUCTION TO THE DATA

The national survey of vocational education in corrections was designed to answer the question, "What is the status of vocational education in correctional institutions?" The survey involved all vocational education programs in correctional systems nationwide. The data reported will be helpful to corrections and education personnel at national, state, and local levels in planning and implementing vocational education programs.

The survey addressed program features such as types and lengths of vocational programs offered, inmate participation, enrollment criteria, fiscal support, educational personnel, the status of the programs in the total institutional framework, interagency cooperation, and technical assistance. Included in the survey were state youth and adult facilities, the Federal Bureau of Prisons, city and county jails, and Military correctional facilities.

Data from the survey are reported in fourteen sections. Each section includes a brief narrative highlighting the data presented. Data are tabulated separately for youth and adult facilities and as frequencies, percents, and means.

Data on vocational programs were collected from 384 institutions which offered vocational education programs at the time

of the survey. In addition, there were 75 institutions which returned survey forms indicating they did not have vocational programs but had either some type of career education activity or no vocational-related activity of any sort. Thus, data were received from 459 institutions of the 929 institutions surveyed (See appendices for methodology).

The data in this report were obtained from the following types of institutions:

Governance	Youth	Adult	Total
State	95	235	330
Federal	0	24	24
Military	0	3	3
Jail	0	13	13
Total	95	275	370

The reader is reminded that some data are suspect for several reasons. First, the questions asked for data (like dollar amounts or percents of inmates) which may not have been readily available or even recorded. Therefore, such data may represent "best guesses" on the part of respondents. Data which were beyond reasonable bounds (e.g., certain expenditures data) have been deleted to avoid misleading the reader. The information obtained from the respondents and reported herein portrays an interesting and potentially useful account of the status of vocational education in correctional institutions. The results of the survey show a field with extremely interesting challenges and many hard-working individuals attempting to provide a very worthwhile and essential service to incarcerated individuals.

DATA PRESENTATION

Facility and Inmate Characteristics

Tables 1-6 present data on characteristics of the facilities and their offender populations. Approximately 69% of the responding facilities were classified as "prison, penitentiary, or reformatory" (Table 1). This percentage, however, was due to the large number of adult facilities (228 of 250) in that category. Over one-half (57.6%) of the youth facilities were classified as "Training school" compared to 17.5% for the adults.

An examination of the security level of the responding facilities shows youth facilities to be predominately minimum security (63.3%) and about 42% of adult facilities to be medium security (Table 2). Few youth facilities reported to be maximum security.

The relative percentages of female and male offenders in the facilities surveyed is very similar to youth and adults. Male offenders comprise over 90% of both youth and adult incarcerates.

About two-thirds of incarcerated youth have stays of three months to less than 1 year. Adult inmates had stays of from 7 months to 5 years. The majority of adult inmates had 1 to 2 year stays, while youth had 7 months to less than one year terms.

Racial make-up of youth and adult institution inmates was almost identical. Youth facilities had 43.0% white and 48.1% black inmates. Adult institutions had 42.0% white and 46.2% black inmates. Hispanic origin inmates accounted for 7.1% of the youth inmate population and 9.4% of the adult inmates.

Data on ages of inmates showed most youth were in the 15 to 17 years of age group. Most adult inmates were in the 21 to 30 years of age group.

Some minor differences in total inmate population figures occur in Tables 3, 4, 5, and 6. These differences are due to some respondents not providing data for all four questions asked in the survey. The differences are minor.

TABLE 1

CLASSIFICATION OF FACILITY

Classification	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
Prison, Penitentiary, or Reformatory	22	23.9	228	83.5	250	68.5
Detention or Classification Center	5	5.4	5	1.8	10	2.7
Training School	53	57.6	11	4.0	64	17.5
Farm or Work Camp	5	5.4	14	5.1	19	5.2
Pre-Release Center/ Halfway House	-	-	3	1.1	3	0.8
Jail	-	-	8	2.9	8	2.2
Other	7	7.6	4	1.5	11	3.0
TOTALS	92	100.0	273	100.0	365	100.0
NOT PROVIDING DATA	3	-	2	-	5	-

TABLE 2

SECURITY LEVEL OF FACILITY

Security Level	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
Minimum	57	63.3	63	23.1	120	33.1
Medium	23	25.6	115	42.1	135	38.0
Maximum	7	7.8	66	24.2	73	20.1
Other	3	3.3	29	10.6	32	8.8
TOTALS	90	100.0	273	100.0	363	100.0
NOT PROVIDING DATA	5	-	2	-	7	-

TABLE 3

INMATE POPULATION

Population	Youth		Adult		Total	
	Number of Inmates	Percent	Number of Inmates	Percent	Number of Inmates	Percent
Females	1,778	8.6	10,797	5.7	12,575	6.0
Males	19,001	91.4	179,685	94.3	198,686	94.0
TOTALS	20,779	100.0	190,482	100.0	211,261	100.0
NOT PROVIDING DATA	2 of 95	-	11 of 275	-	13 of 370	-

TABLE 4

LENGTH OF INMATE STAY

Length of Stay	Youth		Adult		Total	
	Number of Inmates	Percent	Number of Inmates	Percent	Number of Inmates	Percent
Less than 3 months	1,154	5.7	7,619	4.0	8,773	4.2
3 - 6 months	6,009	29.5	15,429	8.2	21,438	10.2
7 months - less than 1 year	7,478	36.6	35,811	18.8	43,289	20.5
1 - 2 years	3,295	16.2	42,287	22.2	45,582	21.6
3 - 5 years	1,287	6.3	38,477	20.2	39,764	18.9
6 - 9 years	1,037	5.0	22,096	11.6	23,133	11.0
10 years or longer	137	0.7	28,572	15.0	28,709	13.6
Totals	20,397	100.0	190,291	100.0	210,688	100.0

TABLE 5

RACE OF INMATES

Race	Youth		Adult		Total	
	Number of Inmates	Percent	Number of Inmates	Percent	Number of Inmates	Percent
White	8,920	43.0	79,260	42.0	88,180	42.1
Black	9,981	48.2	87,136	46.2	97,117	46.4
Hispanic	1,463	7.1	17,689	9.4	19,152	9.2
Native American or Eskimo	300	1.4	2,386	1.3	2,686	1.3
Oriental	23	0.1	688	0.4	711	0.3
Other	43	0.2	1,343	0.7	1,386	0.7
Totals	20,730	100.0	188,502	100.0	209,232	100.0

TABLE 6

AGE OF INMATES

Years of Age	Youth		Adult		Total	
	Number of Inmates	Percent	Number of Inmates	Percent	Number of Inmates	Percent
Under 15	2,434	13.8	86	-	2,520	1.3
15 - 17	9,870	55.9	2,391	1.3	12,261	6.3
18 - 20	3,052	17.3	26,052	14.7	29,104	14.9
21 - 30	2,232	12.7	81,617	46.0	83,849	43.0
31 - 40	56	0.3	43,342	24.5	43,398	22.2
41 - 50	2	0.0	17,587	9.9	17,589	9.0
Over 50	-	-	6,405	3.6	6,405	3.3
Totals	17,647	100.0	177,480	100.0	195,126	100.0

Goals for Vocational Education Programs

Goals for vocational education programs, ranked in importance from 1 (most important) to 7 (least important), are presented in Tables 7 and 8. For youth, the highest mean ranking was "Develop Offender's Work Habits" (mean rank 2.2) and for adults "Develop Sepcific Job Skills" was highest with a mean rank of 1.7. The goal ranked first for adults was ranked second for youth. Similarly, the goal ranked first for youth was ranked second for adults. Goals ranked 3rd, 4th, and 5th were identical for both groups. In general, rankings were very similar for both youth and adult institutions.

TABLE 7

GOALS FOR VOCATIONAL EDUCATION PROGRAMS
IN YOUTH FACILITIES
(Ranked* in Order of Perceived Importance)

Goals	Number of Facilities	Rank								
		1	2	3	4	5	6	7	Not Ranked	Mean
Develop Specific Job Skills	92	35	22	14	17	3	1	-	3	2.3
Place Offender in a Job on Release	90	5	11	11	22	23	18	-	5	4.1
Develop Offender's Personal and Social Skills	93	25	16	24	17	10	1	-	2	2.7
Develop Offender's Work Habits	93	22	37	25	8	1	-	-	2	2.2
Provide a Means of Evaluating Offenders for Parole	87	-	2	3	7	30	45	-	8	5.3
Provide Offenders with Constructive Activities	90	6	4	13	21	23	23	-	5	4.3
Other	4	1	-	1	-	-	-	2	91	4.5

* 1 = Most Important
7 = Least Important

TABLE 8

GOALS FOR VOCATIONAL EDUCATION PROGRAMS
IN ADULT FACILITIES
(Ranked* in Order of Perceived Importance)

Goals	Number of Facilities	Rank								
		1	2	3	4	5	6	7	Not Ranked	Mean
Develop Specific Job Skills	260	157	62	17	16	7	1	-	15	1.7
Place Offender in a Job on Release	258	22	58	34	59	36	49	-	17	3.7
Develop Offender's Personal and Social Skills	255	17	36	78	78	35	11	-	20	3.4
Develop Offender's Work Habits	256	46	88	89	21	7	5	-	19	2.5
Provide a Means of Evaluating Offenders for Parole	253	1	6	16	31	93	105	1	22	5.1
Provide Offenders with Constructive Activities	254	17	12	22	49	78	76	-	21	4.5
Other	6	1	-	-	1	-	-	4	269	5.5

* 1 = Most Important
7 = Least Important

Enrollments in Vocational Education Programs

Enrollment in formal and cooperative vocational education programs is shown in Table 9 and 10. The ten vocational programs with the highest enrollments in youth institutions were:

Program	Total Enrollment	Mean Enrollment	Number of Institutions Offering Programs
Auto Mechanics	875	19.9	44
Welding	623	21.5	29
Small Engine Repair	390	20.5	19
Carpentry	380	22.4	17
Construction/Building Trades	299	21.4	14
Auto Body and Fender Repair	288	16.0	18
Woodworking	279	25.4	11
Cooking/Culinary Arts	279	27.9	10
Food Service	200	13.3	15
Masonry/Bricklaying	184	18.4	10

Total student enrollment in the 79 different subject areas reported in youth institutions was 7,751 students.

The ten vocational programs with the highest enrollments in adult institutions were:

Program	Total Enrollment	Mean Enrollment	Number of Institutions Offering Programs
Welding	2461	21.0	117
Auto Mechanics	2244	19.2	117
Drafting/Mechanical Drawing	981	20.0	49
Masonry	970	17.3	56
Electronics	932	21.2	44
Auto Body/Fender Repair	697	10.3	68
Food Service	693	18.2	38
Barbering	689	16.4	42
Refrigeration/Heating/ Air Conditioning	636	17.2	37

There were a total of 25,334 students enrolled in the 145 different subject areas reported in adult institutions.

Waiting to enroll in 37 different courses in youth institutions were 1,287 inmates. Seven-thousand two-hundred and eighty-eight adult inmates were on waiting lists for 121 different courses.

Tables 11 and 12 present data relative to enrollment in vocational education programs outside the correctional facility. The two program areas showing the highest enrollments for both youth and adult facilities are auto mechanics and welding. Other programs in the top ten (excluding "various" programs) are machine trades, auto body and fender repair, mechanical drawing, and business education. Relatively few facilities are involved in vocational education/study release programs. The listings in Tables 11 and 12 represent 14 youth and 44 adult facilities respectively.

TABLE 9

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Auto Body & Fender Repair*	18	288	16.0	11
Auto Mechanics*	44	875	19.9	146
**	2	57	28.5	27
Baking*	3	27	9.0	-
**	1	4	6.0	-
Barbering*	10 (2)	149	14.9	2
Restaurant Management*	1	5	5.0	-

* A formal vocational education program as defined for this study is one that:

- are conducted under the supervision of the facility's education department,
- consist of both skill training and technical or theory related instruction,
- are planned and organized to prepare the student for gainful entry level employment, and
- have space set aside within the institution for skill training and theory related instruction.

** A cooperative vocational education program as defined in this study is one that:

- are conducted under the supervision of the facility's education department,
- provide skill training during assignment to prison industry or prison maintenance,
- provide technical or theory related instruction in space set aside for this purpose, and
- are planned and organized to prepare the student for gainful entry level employment.

*** Institutions with approved apprenticeship training.

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Building Custodian/Janitorial*	6 (1)	92	15.3	105
**	1	20	20.0	80
Cabinet Making	2	29	14.5	-
Carpentry*	17 (1)	380	22.4	21
**	1	10	10.0	-
Clerical*	1	20	20.0	-
Commercial Art*	1	16	16.0	-
Construction/Building Trades*	14	299	21.4	139
Cooking/Culinary Arts*	10	279	27.9	37
**	1	10	10.0	-
Cosmetology*	9 (1)	96	10.7	14
Dairy Production*	1	15	15.0	-
Drafting/Mechanical Drawing*	2	4	2.0	10
Dry Cleaning*	5	101	20.2	-
**	1	6	6.0	-
Electrical Appliance Repair, Small	3	74	24.7	-
**	2	29	14.5	-

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Electrician/Electricity*	4	41	10.3	-
Electronics*	9	157	17.4	37
Field Crops/Farm Production*	1	15	15.0	-
Forestry Harvesting*	1	15	15.0	-
Light Construction*	1	44	44.0	30
Furniture Refinish/Repair*	2	30	15.0	-
Legal Assistant*	1	15	15.0	-
General Mechanics*	1	24	24.0	-
General Metals*	2	36	18.0	30
Home Economics*	9	161	17.9	35
Horticulture/Gardining*	7	125	17.9	8
**	1	6	6.0	-
Landscaping	7	172	24.6	-
Laundering*	3	108	36.0	-
**	3	36	12.0	-
Machine Trades/Shop*	7	115	16.4	-

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Masonry/Bricklaying*	10 (3)	184	18.4	-
Meat Cutting*	3	29	9.7	-
**	1	6	6.0	-
Metal Repair	1	25	25.0	4
Nursing	4	36	9.0	15
Office Workers	4	62	15.5	17
Offset Printing*	1	20	20.0	-
Painting*	3	69	23.0	-
**	1	11	11.0	-
Photography*	2	23	11.5	10
Plastering**	1	12	12.0	-
Plumbing*	3	54	18.0	-
Printing*	9	153	17.0	3
Radio & TV Repair *	- (1)	18	18.0	-
Refrigeration/Air Conditioning/Heating*	1	13	13.0	-
Service Station Operation*	8	138	17.3	35
**	1	9	9.0	-

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Sewing/Dressmaking Fabrics*	6	69	11.5	-
Sheet Metal*	2	22	11.0	-
Shoe Repair*	4	57	21.8	-
Tailoring*	4	95	23.8	44
Typewriter Technology*	1	11	11.0	-
Upholstery*	10	149	14.9	1
**	1	17	17.0	-
Welding*	29 (1)	623	21.5	86
Woodworking*	11	279	25.4	15
Food Service*	15	200	13.3	122
**	6	72	12.0	15
Graphic Arts*	8	111	13.9	20
Business Education	6	74	12.3	1
**	1	8	8.0	-
Agriculture*	2	74	37.0	1
Small Engine Repair*	19	390	20.5	88

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Building Maintenance*	4	80	20.0	3
**	2	36	18.0	-
Climate Control**	1 (1)	3	3.0	-
Industrial Arts*	3	96	32.0	52
Auto Painting*	1	9	9.0	-
Stockkeeping/Warehousing*	1	14	14.0	-
Auto Tune-Up	1	30	30.0	-
Marine Engine	1	30	30.0	-
Typing*	2	36	18.0	-
Gasoline Engine Mechanic*	1	9	9.0	5
Health Occupations*	1	15	15.0	-
Interior Decorator*	2	44	22.0	10
Keypunching*	1	30	30.0	-
Floor Covering/Tile*	2	20	10.0	8
Tool Technology*	1	24	24.0	-
Lawn Maintenance*	1	39	39.0	-

TABLE 9 (continued)

ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN YOUTH INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled		Total Waiting to Enroll
		Total	Mean	
Nursery School*	1	20	20.0	-
Power Mechanics*	1	24	24.0	-
Advertising*	1	7	7.0	-
Floriculture*	1	7	7.6	-
Child Care*	1	10	10.0	-
Cooperative Vocational Education*	1	40	40.0	-

TABLE 10
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Auto Body/Fender Repair*	68 (4)	697	10.3	504
**	1	9	9.0	-
Auto Mechanics	117 (6)	2244	19.2	835
**	2	30	15.0	18
Baking*	11 (4)	251	22.8	40
**	1	13	13.0	5
Barbering*	42 (2)	689	16.4	236
**	2	22	11.0	10
Secretarial*	3	37	12.3	-

* A formal vocational education program as defined for this study is one that:

. are conducted under the supervision of the facility's education department,

. consist of both skill training and technical or theory related instruction,

. are planned and organized to prepare the student for gainful entry level employment, and

. have space set aside within the institution for skill training and theory related instruction.

** A cooperative vocational education program as defined in this study is one that:

. are conducted under the supervision of the facility's education department,

. provide skill training during assignment to prison industry or prison maintenance,

. provide technical or theory related instruction in space set aside for this purpose, and

. are planned and organized to prepare the student for gainful entry level employment.

*** Institutions with approved apprenticeship training

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Merchandizing*	2	18	9.0	3
Building Custodian/Janitorial*	12 (1)	260	21.7	89
**	1	15	15.0	3
Business Machines*	1	10	10.0	-
Cabinet Making*	13 (3)	199	15.3	71
Carpentry*	42 (2)	596	14.2	169
**	3 (1)	21	7.0	5
Ceramics*	3 (1)	55	18.3	4
Clerical*	8	137	17.1	13
**	1	10	10.0	-
Commerical Art*	2	55	27.5	-
Communications*	1	6	6.0	-
Computer Programming*	3	28	9.3	7
**	1	4	4.0	7
Construction/Building Trades*	32 (2)	549	17.2	159
**	1	20	20.0	10
Cooking/Culinary Arts	34 (2)	640	18.8	150
**	2	28	14.0	-

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Cosmetology*	21	260	12.4	61
Dairy Production*	2	30	15.0	6
Data Processing*	13 (3)	373	28.7	47
**	1	12	12.0	-
Dental Assistant*	2	46	23.0	4
Dental Technician*	6	102	17.0	12
**	1	9	9.0	-
Diesel Mechanics*	3	39	13.0	15
Drafting/Mechanical Drawing*	49 (2)	981	20.0	284
**	2 (1)	10	5.0	-
Dry Cleaning*	7 (1)	283	40.4	56
**	1	21	21.0	2
Electric Appliance Repair/Small*	13 (1)	204	15.7	59
Electrician/Electricity*	24 (1)	320	13.3	57
**	2 (1)	20	10.0	2
Electronics*	44 (1)	932	21.2	160
**	3 (1)	17	5.6	5
Oil Burner**	1 (1)	5	5.0	1
Farm Machinery Repair*	4	70	17.5	10

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Field Crops/Farm Production**	1	9	9.0	-
Forestry Harvesting*	3	40	13.3	15
Light Construction*	1 (1)	12	12.0	1
Furniture Refinishing/Repair*	2 (1)	22	11.0	-
**	2 (2)	64	32.0	-
Medical/Surgical Technician*	2	22	11.0	12
General Mechanics*	1	179	-	-
General Metals*	1	20	20.0	3
Home Economics*	3	33	11.0	-
Horticulture/Gardening*	14	164	11.7	70
Landscaping*	7	326	46.6	50
**	1	44	44.0	2
Laundering	3	66	22.0	42
**	1	74	74.0	2
Machine Trades/Shop*	46 (6)	1021	22.2	140
**	2 (1)	15	7.5	2
Masonry/Bricklaying*	56 (2)	970	17.3	314
**	3	36	12.0	8

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Meat Cutting	20 (1)	217	10.9	85
**	1	12	12.0	16
Meat Processing*	3 (1)	57	19.0	18
Medical Technician	2	7	3.5	9
**	1 (1)	3	3.0	-
Metal Repair*	2 (1)	54	27.0	23
Nursing*	6	51	8.5	9
Office Machine Repair*	12 (2)	149	12.4	52
**	1 (1)	7	7.0	-
Office Workers*	12	254	21.2	75
Offset Printing*	6	85	14.2	11
**	1 (1)	4	4.0	-
Painting*	6 (2)	107	17.8	42
Photography*	2	49	24.5	-
Plumbing	24	363	15.1	76
**	2 (1)	16	8.0	2
Printing*	18 (1)	336	18.7	46
**	1	9	9.0	-

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Radio/TV Repair*	23	440	19.1	94
Refrigeration/Air Conditioning/Heating*	37	636	17.2	216
Service Station Operation*	5	52	10.4	31
Sewing/Dressmaking Fabrics*	7	154	22.0	15
**	2	16	8.0	-
Sewing Machine Repair	3 (1)	188	62.7	21
**	3 (1)	30	10.0	-
Sheet Metal	14 (2)	359	25.6	25
Shoe Manufacturing	1	22	22.0	-
Shoe Repair	11 (3)	248	22.5	47
Silk Screen	3 (1)	53	17.7	52
Slaughtering*	1	12	12.0	3
Tailoring*	7	184	26.3	78
Typewriter Technology*	2	35	17.5	-
Upholstery*	26 (1)	564	21.7	126
**	2 (1)	21	10.5	-

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Watch Repair*	1	9	9.0	1
Welding*	117 (5)	2461	21.0	1288
**	2 (1)	46	23.0	-
Woodworking*	17	244	14.4	94
**	3 (1)	56	18.7	-
X-Ray Technician*	1	5	5.0	-
Food Service*	38 (2)	693	18.2	115
**	3	44	14.7	4
Graphic Arts	20 (1)	263	13.2	52
**	1	6	6.0	7
Business Education*	17	338	19.9	29
Agriculture*	3	67	22.3	20
Housekeeping*	3	66	22.0	10
Small Engine Repair	42 (1)	578	13.8	214
Maintenance (Building)	22 (1)	377	17.1	86
**	1	10	10.0	-
Climate Control	6 (1)	98	16.3	-
Industrial Arts	1	12	12.0	-

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Auto Painting	1	10	10.0	4
Stockkeeping/Warehousing	1	60	60.0	-
Horseshoeing	1	-	-	-
Photo-Journalism	1	40	40.0	-
Auto Tune-Up	1	13	13.0	2
Marine Engine*	1	3	3.0	-
Air Engine*	1	12	12.0	4
Air Frame	1	11	11.0	2
Compositing	2	26	13.0	22
Typing	4	115	28.8	-
Gasoline Engine Mechanic	2	43	21.5	-
Motorcycle Repair	2	22	11.0	28
Wiring	10	192	19.2	23
Optical Technical/Lens Grinding	2 (1)	23	11.5	17
**	1	19	19.0	8

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Mental Health Technician	1	13	13.0	-
Pinsetter Mechanic	1	11	11.0	4
Tire Retread	1	12	12.0	10
**	2	26	13.0	-
Sales*	3	30	10.0	10
Health Occupations	1	2	2.0	2
Front End Alignment	1	8	8.0	1
Leathercraft	2	39	19.5	13
Solar Energy	1	13	13.0	-
Automatic Transmission	2	24	12.0	101
Reprographics	1	19	19.0	-
Interior Decorator	3	35	11.7	-
Distributive Education	4	86	21.5	13
Keypunching	1	8	8.0	6
Floor Covering/Tile	1	29	29.0	7

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled Total	Enrolled Mean	Total Waiting to Enroll
Tool Technology	3	22	7.3	6
**	1 (1)	11	11.0	-
Media Arts	2	28	14.0	4
Surveying	2	21	10.5	10
Travel Tracks	1	15	15.0	5
Truck Driving	1	12	12.0	-
Animal Husbandry	1	10	10.0	7
Industrial Equipment	1	47	47.0	-
Radiator Repair	1	16	16.0	-
Industrial Coop Training	1	14	14.0	4
**	1	13	13.0	-
Multiskills	2	78	39.0	-
Machine Set-Up	1	8	8.0	12
Recreational Vehicle Repair	1	13	13.0	10
Nursery School	2	10	5.0	-
Power Mechanics	4	73	18.3	29

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled		Total Waiting to Enroll
		Total	Mean	
Medical Clerical	1	10	10.0	3
Medical Transcription	1	14	14.0	5
TV Cameraman	1	9	9.0	-
Aviation	1	6	6.0	-
Blue Print Reading	3	32	10.7	-
Accounting	1	15	15.0	-
Related Trades	1	16	16.0	10
Power Sewing	1	50	50.0	-
Wig Styling	1	3	3.0	-
Hotel/Motel Management	1	18	18.0	-
Heavy Equipment	2	26	13.0	10
Heavy Equipment Maintenance	2	17	8.5	-
Waste Water Treatment	1	12	12.0	-
Floriculture	1	7	7.0	15
Child Care	1	6	6.0	-

TABLE 10 (continued)
ENROLLMENTS IN VOCATIONAL EDUCATION PROGRAMS
IN ADULT INSTITUTIONS

Vocational Program	Total Number Institutions ( ) ***	Enrolled		Total Waiting to Enroll
		Total	Mean	
Coop Vocational Education	1	3	3.0	-
Truck Mechanic	2 (1)	19	-	-
Trainer Mechanics	2	11	5.5	-
Sign Engraver	2 (1)	21	10.5	2
Wood Furniture Repair	1	10	10.0	5
Bank	1	14	14.0	-
Training Aids**	1	19	19.0	2

TABLE 11

ENROLLMENT IN VOCATIONAL EDUCATION
PROGRAMS OUTSIDE YOUTH INSTITUTIONS
(Education/Study Release Programs)

Program	Number of Facilities	Number Enrolled
Auto Mechanics	7	36
Welding	5	35
Various*	3	33
Building Maintenance	2	26
Coal Miner Training	1	21
Machine Trades	2	17
Cosmetology	2	13
Auto Body & Fender Repair	3	11
Mechanical Drawing	2	9
Carpentry	2	8
Business Education	2	7
Electrician	1	7
Keypunching	1	7
Hospital Attendant	1	7
Wood Furniture Repair	1	7
Nursing	1	6
Cooking	1	4
Food Service	1	3
Graphic Arts	1	3
Wiring	1	3
Meat Cutting	1	2
Child Care	1	1

TABLE 11 (continued)

ENROLLMENT IN VOCATIONAL EDUCATION
PROGRAMS OUTSIDE YOUTH INSTITUTIONS
(Education/Study Release Programs)

Program	Number of Facilities	Number Enrolled
Construction/Building Trades	1	1
Merchandizing	1	1
Masonry	1	1
Small Engine Repair	1	1
Upholstery	1	1

*Courses not specified

TABLE 12

ENROLLMENT IN VOCATIONAL EDUCATION
PROGRAMS OUTSIDE ADULT INSTITUTIONS
(Education/Study Release Programs)

Program	Number of Facilities	Number Enrolled
Various*	15	135
Welding	9	86
Auto Mechanics	4	40
Electronics	3	37
Machine Trades	5	36
Brake Repair	1	27
Sewing Machine Repair	1	25
Mechanical Drawing	5	24
Business Education	4	24
Auto Body Fender Repair	2	22
Child Care	1	20
Accounting	1	20
Diesel Mechanics	2	17
Horticulture	1	16
Cooking	1	14
Data Processing	1	12
Picture Framing	1	12
Truck Driving	1	12
Tree Surgery	1	12
Heavy Equipment Operator	1	12
Tree Identification	1	12
Construction Materials	1	12

TABLE 12 (continued)

ENROLLMENT IN VOCATIONAL EDUCATION
PROGRAMS OUTSIDE ADULT INSTITUTIONS
(Education/Study Release Programs)

Program	Number of Facilities	Number Enrolled
Landscaping	1	12
Hydraulics	1	12
Food Service	1	10
Small Engine Repair	1	10
Electrician	1	10
Computer Programming	3	8
Secretarial	3	6
Solar Energy	1	6
Cosmetology	4	5
Building Maintenance	1	3
Refrigeration/Air Conditioning/Heating	2	3
Nursing	2	3
Building Custodian	1	3
Commercial Art	2	2
Dental Technician	1	2
Radio & TV Repair	2	2
Sheet Metal	2	2
Tool Technology	1	1
General Metals	1	1
Radio & TV Broadcasting	1	1
Keypunching	1	1
Art Design	1	1

TABLE 12 (continued)

ENROLLMENT IN VOCATIONAL EDUCATION
PROGRAMS OUTSIDE ADULT INSTITUTIONS
(Education/Study Release Programs)

Program	Number of Facilities	Number Enrolled
Restaurant Management	1	1
Legal Assistant	1	1
Carpentry	1	1
Electronics	1	1

*Courses not specified.

Age and Race of Students Enrolled in Vocational Education Programs

Statistics related to age and race of vocational students are shown in Tables 13 and 14. Most students (69%) in youth facilities were in the 15-17 year bracket whereas almost 62% of the adult students were 21-30 years of age.

Racial characteristics of vocational students showed a similar pattern for both youth and adult. The total sample showed an almost even proportion of black (43.9%) and white (43.8%) students. Youth facilities had more white (50.7%) than black (38.0%) students whereas adult facilities had slightly more black (46.0%) than white (41.5%) students.

TABLE 13

AGES OF STUDENTS CURRENTLY ENROLLED
IN VOCATIONAL EDUCATION PROGRAMS

Age	Youth		Adult		Total	
	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent
Under 15	742	8.7	--	--	742	2.3
15 - 17	5,852	69.0	304	1.3	6,156	18.9
18 - 20	1,380	16.3	4,568	18.9	5,948	18.2
21 - 30	493	5.8	14,885	61.7	15,378	47.1
31 - 40	14	0.2	3,615	15.0	3,629	11.1
41 - 50	--	--	647	2.7	647	2.0
51 +	--	--	121	0.5	121	0.4
Totals	8,481	100.0	24,140	100.0	32,621	100.0

TABLE 14

RACE OF STUDENTS CURRENTLY ENROLLED
IN VOCATIONAL EDUCATION PROGRAMS

Race	Youth		Adult		Total	
	Number of Students	Percent	Number of Students	Percent	Number of Students	Percent
White/Caucasian	4,258	50.7	10,207	41.5	14,465	43.8
Black	3,192	38.0	11,309	46.0	14,501	43.9
Hispanic	686	8.2	2,600	10.6	3,286	10.0
Native American/Eskimo	218	2.6	298	1.2	516	1.6
Oriental	26	0.3	52	0.2	78	0.2
Other	24	0.3	126	0.5	150	0.5
Totals	8,404	100.0	24,592	100.0	32,996	100.0

Shops, Equipment, and Lesson Plans for Vocational Education Programs

Almost all vocational programs (445 of 475 youth and 1,420 of 1,479 adult) had shop/laboratory facilities. Eighty-three percent of the youth and eighty-one percent of the adult programs had the necessary tools, equipment and supplies to conduct quality programs.

Seventy-two percent of the youth programs and sixty-nine percent of the adult programs reported written daily lesson plans for the vocational education courses.

Programs and Materials for Special Needs Groups

Tables 15 and 16 present data related to programs and materials for special needs groups. According to Table 15, vocational education programs were available to the mentally retarded in almost half (48.4%) of the youth facilities. One-fifth accepted students with other health problems such as cardiac and diabetic problems. About one-fifth of the adult facilities indicated vocational programs available to the mentally retarded and almost half (49.5%) accepted inmates over 40 years of age into these programs. It should be pointed out that no data was collected on methods of diagnosing handicapping conditions or whether vocational programs available to special needs groups had special equipment, special education personnel, or other accommodations for special populations.

Table 16 shows that 58.9% of the youth facilities and 43.6% of the adult facilities offered no provisions for training special language/cultural groups. Close to one-fourth of the youth facilities offered training in minority problems for instructional staff. Bilingual materials and English as a second language were available to inmates in at least one-fifth of the 275 adult facilities.

TABLE 15

SPECIAL POPULATIONS FOR WHOM
VOCATIONAL EDUCATION PROGRAMS ARE AVAILABLE

Special Population	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
Mentally Retarded (Educable/Trainable)	46	48.4	56	20.4	102	27.6
Auditorially Handicapped	16	16.8	24	8.7	40	10.8
Visually Handicapped	14	14.7	17	6.2	31	8.4
Orthopedically Handicapped	10	10.5	25	9.1	35	9.5
Other Health Problems (Cardiac, Diabetes, Etc.)	20	21.1	44	16.0	64	17.3
Over Forty Years of Age	2	2.1	136	49.5	138	37.3
Other	6	6.3	8	2.9	14	3.8
None	27	28.4	82	29.8	109	29.5

TABLE 16

PROVISIONS FOR TRAINING SPECIAL
LANGUAGE/CULTURAL GROUPS

Training Provisions	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N-370)
Bilingual Materials	5	5.3	55	20.0	60	16.2
Bilingual Instructors	9	9.5	45	16.4	54	14.6
English as a Second Language	11	11.6	65	23.6	76	20.5
Training in Minority Problems for Instructional Staff	22	23.2	37	13.5	59	15.9
Other	1	1.1	8	2.9	9	2.4
None	56	58.9	120	43.6	176	47.6

Organization, Delivery, and Accreditation of Vocational Education Programs

Data were collected on a number of variables related to the educational status and delivery of vocational programs. Correctional school district status for vocational programs was reported by 18.3% of the youth facilities and 13.8% of the adult facilities. A high percentage of facilities in both groups (youth 82.8%, adult 79.7%) indicated their vocational programs were approved by the State Department of Education. Occupational advisory committees such as craft committees and/or general advisory committees were organized by over one-third of the programs in both groups (youth 39.0%, adult 35.6%). Accreditation of vocational programs by an outside agency such as North Central Association of Schools and Colleges or Southern Association of Colleges and Schools was reported by 47.1% of the 1400 programs in adult facilities and 35.5% of the 454 programs in youth facilities. Accreditation status was unknown for 11.1% of the youth programs and 14.1% of the adult facilities.

Table 17 shows the organizational affiliation of persons teaching correctional vocational programs. For programs in youth facilities almost three-fourths (74.5%) of persons teaching were considered as correctional facility staff. Close to 60% of vocational teachers in adult facilities were facility teaching staff. Most of the responses in the "other" category for youth programs identified personnel from correctional school districts and intermediate school districts. These

two categories plus vocational rehabilitation and State Department of Education sources were identified in the "other" category for adult programs. Thus, outside sources of personnel for teaching vocational programs within correctional facilities were identified by approximately 25% of the programs for youth and over 40% of the programs for adults.

TABLE 17

PERSONS TEACHING
VOCATIONAL EDUCATION PROGRAMS

Persons Teaching	Youth		Adult		Total	
	Number of Programs	Percent	Number of Programs	Percent	Number of Programs	Percent
Community College Staff	16	3.5	204	14.1	220	11.5
Area Vocational School Staff	9	1.9	126	8.7	135	7.1
Private Individual(s)	4	0.9	37	2.6	41	2.2
Facility Staff	344	74.5	834	57.8	1178	61.8
Other	89	19.3	243	16.8	332	17.4
Totals	462	100.0	1444	100.0	1906	100.0
Programs Not Providing Data	13	-	35	-	48	-

Expenditures

Attempts were made to obtain various categories of expenditures at the institutional and program levels. Vocational program average expenditures are presented in Table 18. Total expenditures averaged across 268 facilities were $189,042. Salaries plus fringe benefits comprised 72% of this amount. Total expenditures for 76 youth facilities and 192 adult facilities averaged $117,445 and $217,382 respectively. However, salaries plus fringe benefits accounted for approximately 91% of total expenditures for youth facilities and close to 68% for adult facilities.

Data were also collected on total facility and total education expenditures. However, these data are not reported herein since the editing process revealed considerable data missing and response errors. Although considerable follow-up effort was expended in attempts to obtain this information, many respondents reported they either did not have access to the information or could not provide the amounts in the format requested. To avoid misleading the reader, these data have been deleted from the report.

In addition to monies provided from institutional budgets, other sources of funds were also utilized for correctional vocational programs. Table 19 shows that of the sources listed, youth facilities received funds primarily from State Departments of Vocational Education and ESEA Title I. Vocational Programs in adult facilities received funds primarily from CETA, State

Departments of Vocational Education, community colleges/ universities, and LEAA. Close to 24% of the youth facilities and 17% of the adult facilities indicated no monies other than the institutional budget were used.

A line item on the institutional budget for education funds was reported by 30% of the youth facilities and about 63% of the adult facilities. When not specified as a line item, educational funds were included as part of another institutional budget item.

TABLE 18

TOTAL VOCATIONAL EDUCATION OPERATION EXPENDITURES
FOR FY '75 - '76

Expenditures	Youth		Adult		Total	
	Number of Facilities	Dollars	Number of Facilities	Dollars	Number of Facilities	Dollars
Total	76	117,445	192	217,382	268	189,042
Salaries Plus Fringe Benefits	69	107,184	175	147,614	244	136,181
Supplies	64	16,833	178	26,706	242	24,095
Other	22	9,309	67	30,897	89	25,561

TABLE 19

SOURCES OF FUNDS OTHER THAN INSTITUTIONAL BUDGET FOR VOCATIONAL EDUCATION PROGRAMS

Source	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N-275)	Number of Facilities	Percent of N (N=370)
No Other Monies Used	26	27.4	48	17.5	74	20.0
CETA	8	8.4	44	16.0	52	14.1
State Department of Vocational Rehabilitation	7	7.4	13	4.7	20	5.4
State Dept. of Education	9	9.5	20	7.3	29	7.8
State Dept. of Vocational Education	26	27.4	39	14.2	65	17.6
ESEA Title I	15	15.8	19	6.9	34	9.2
LEAA	4	4.2	33	12.0	37	10.0
Institutional School Districts	7	7.4	12	4.4	19	5.1
Private Corporation	-	-	1	0.4	1	0.3
Community College/ University	3	3.2	38	13.8	41	11.1
Other	4	4.2	24	8.7	28	7.6

Scheduling of Vocational Education Programs

Almost 87 percent of the responding youth facilities and almost half (45.3%) of adult facilities reported that a resident was scheduled into a vocational program as soon as possible after entering the correctional facility. Approximately 6 percent of the youth and 39 percent of the adult facilities indicated they tried to schedule vocational programming so that completion was achieved by date of parole or release eligibility.

Student length of stay in the majority of youth programs depended on a number of factors, chiefly the student's release date or parole eligibility (117 of 287 programs). However, almost 50 percent of the adult programs reported keeping students until performance requirements were met. Only 7 percent of the programs had students remain until release or parole.

Fifty-six percent of the 472 youth-institutions programs said there was not a fixed amount of time scheduled for vocational programs. Only 36.7% of the 1,473 adult-institutions programs providing data indicated no fixed amount of time scheduled for those programs.

Although generally no specific amount of time was scheduled for vocational programs, data was provided by many programs with regard to classroom and shop duration. In youth programs the average classroom instruction was 7.0 hours per week for 20.9 weeks. Average shop instruction lasted 14.0 hours per week for 20.9 weeks. More than 65% of the 475 programs in youth institutions submitted data for this question.

For the 75% of 1,479 adult programs providing data, the average classroom instruction time was 9.5 hours per week for 31.0 weeks. The average shop instruction was 20.7 hours per week for 32.4 weeks.

TABLE 20

SCHEDULING OF VOCATIONAL EDUCATION PROGRAMS

Scheduling	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
As soon as possible after inmate enters facility	77	86.5	116	45.3	193	55.9
For completion by date of parole or release elibibility	5	5.6	99	38.7	104	30.2
Other	7	7.8	41	16.0	48	13.9
Totals	89	100.0	256	100.0	345	100.0
Not Providing Data	6	-	19	-	25	-

TABLE 21

FACTORS DETERMINING STUDENT'S LENGTH OF STAY IN A SPECIFIC VOCATIONAL EDUCATION PROGRAM

	Youth		Adult		Total	
	Number of Programs	Percent	Number of Programs	Percent	Number of Programs	Percent
Student Remains in Program Until Release or Parole	117	40.8	40	7.0	157	18.3
Student Remains in Program Until Performance Requirements Met	29	10.1	277	48.4	306	35.6
Student Remains in Program as Long as Interested	47	16.4	96	16.8	143	16.7
Other	94	32.8	159	27.8	253	29.4
Totals	287	100.0	572	100.0	859	100.0
Not Providing Data	188	-	907	-		

Entry Requirements, Procedures, and Incentives for Vocational Education Programs

Assignment to vocational programs was usually based on the offender's choice. Seventy percent of the youth institutions and ninety-four percent of the adult institutions used the offender choice as a means of determining whether or not an inmate might participate in vocational programs.

Final decisions about inmate participation in vocational programs were made by a variety of people. Education personnel, classification committees, or some "other" committee of two or more people (including education and security personnel) were utilized in the decision. Counseling personnel were used in only 5 youth and 9 adult institutions to make decisions.

In selecting students for vocational programs a number of tests were utilized. The most frequently used were achievement, aptitude, interest, and I.Q. tests. Achievement tests were used by 57 percent of youth and 58 percent of adult institutions. Aptitude tests were used by 36 percent of the youth and 58 percent of the adult institutions. Interest and I.Q. tests were used by 30-40 percent of youth and adult institutions. A number of institutions use more than one type of test and often use more than one test for each student.

Minimum performance levels for entry into vocational programs were expressed as grade levels and I.Q. score. Minimum reading grade levels averaged 6.9 over all institutions, with youth showing 5.7 and adult 7.1 grade levels. Arithmetic grade levels were reported with youth facilities at 8.2 and

adult facilities at 8.0 minimum levels. Reported I.Q. minimum scores ranged from 68.5 for youth to 86.5 for adult institutions.

Other entry requirements for program entry besides minimum grade level performance and test performance included being in a given age range (mostly for youth institutions), security levels, etc. Time to complete the program was cited by 50 percent of the adult institutions. Almost 25 percent of the youth facilities and 20 percent of adult facilities indicated no entry requirements.

Lack of participation in vocational programs was keyed to six reasons. Most frequently mentioned by 41 percent of respondents for youth facilities was "lack of program openings" and lack of "aptitude or interest." Lack of "aptitude or interest" was mentioned by 72 percent of the responding adult facilities, while "inability to meet minimum academic standards," "lack of program openings," and "length of stay too short" were each mentioned by 52 to 58 percent of the facilities. Respondents reported that the most important factor viewed by students as an advantage for participation in vocational programs was that of learning a job skill for post-release employment.

Data on student pay as an incentive for enrollment in vocational education programs were provided by some programs. The unit basis for reporting student pay varied considerably and included per hour, day, week, two week, month, course completion, or percentage dollar amounts. Most responses

gave an amount or a time period, but not both. Since no standardized basis for reporting student pay could be determined, these data are not reported.

The type of credit provided students for taking vocational courses was examined. Seventy-two percent of both adult and youth facilities provided a facility certification as recognition or credit for completing a vocational program. Fifty-four percent of youth institutions provided high school or GED credit while 36 percent of adult institutions had outside certification, diploma, or license available as credit.

TABLE 22

METHOD OF ASSIGNMENT TO VOCATIONAL EDUCATION PROGRAMS

Assignment Method	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
Offender's Choice	64	70.3	244	94.2	308	88.0
Mandatory Assignment	13	14.3	5	1.9	18	5.1
Other	14	15.4	10	3.9	24	6.9
Totals	91	100.0	259	100.0	350	100.0
Not Providing Data	4	-	16	-	20	-

TABLE 23

PERSONS MAKING FINAL DECISION ABOUT INMATE PLACEMENT IN VOCATIONAL EDUCATION PROGRAMS

Person Making Decision	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
Education Personnel	33	37.9	52	20.3	85	24.8
Counseling Personnel	5	5.7	9	3.5	14	4.1
Classification Committee	22	25.3	107	41.8	129	37.6
Other	27	31.0	88	34.4	115	33.5
Totals	87	100.0	256	100.0	343	100.0
Not Providing Data	8	-	19	-	27	-

TABLE 24

TYPES OF TESTS USED IN SELECTING
STUDENTS FOR VOCATIONAL EDUCATION PROGRAMS

Type of Test	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
Aptitude	34	35.8	159	57.8	193	52.2
Personality	18	18.9	60	21.8	78	21.1
Interest	31	32.6	104	37.8	135	36.5
Achievement	54	56.8	159	57.8	213	57.6
I.Q.	32	33.7	107	38.9	139	37.6
None Used	23	24.2	53	19.3	76	20.5
Other	1	1.1	15	5.5	16	4.3

TABLE 25

MINIMUM PERFORMANCE LEVELS FOR ENTRY
INTO VOCATIONAL EDUCATION PROGRAMS

Performance Area	Youth		Adult		Total	
	Number of Programs	Minimum Performance Level	Number of Programs	Minimum Performance Level	Number of Programs	Minimum Performance Level
Reading Grade Level	176	5.7	907	7.1	1,083	6.9
Arithmetic Grade Level	153	5.7	842	7.3	995	7.0
Minimum Grade Completed	95	8.2	667	8.0	762	8.0
I.Q. Score	33	68.5	185	86.5	218	83.78
Other	1	2.0	3	4.3	4	3.73

TABLE 26

ENTRY REQUIREMENTS FOR VOCATIONAL EDUCATION PROGRAMS

Requirement	Youth		Adult		Total	
	Number of Programs	Percent of N (N=475)	Number of Programs	Percent of N (N=1479)	Number of Programs	Percent of N (N=1954)
Within Given Age Range	238	50.1	116	7.8	354	18.1
Never Incarcerated for Specific Offenses	5	1.1	75	5.1	80	4.1
Minimum Security Level	62	13.1	309	20.9	371	18.9
Test Performance	30	6.3	333	22.5	363	18.6
Time to Complete Program	113	23.8	746	50.4	859	43.9
Specific Educational Achievement Level	93	19.6	621	42.0	714	36.5
Other	94	19.8	167	11.3	261	13.4
No Requirements	115	24.2	274	18.5	389	19.9

TABLE 27

REASONS INMATES ARE UNABLE TO PARTICIPATE
IN VOCATIONAL EDUCATION PROGRAMS

Reasons	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
Inability to Meet Minimum Academic Standards	32	33.7	161	58.6	193	52.2
Lack of Program Openings	39	41.1	145	52.7	184	49.7
Institutional Security Rules or Previous Offenses	27	28.4	108	39.3	135	36.5
Length of Stay Too Short	29	30.5	146	53.1	175	47.3
Other Priority Assignments in Facility	16	16.8	120	43.6	136	36.8
Lack of Aptitude or Interest	39	41.1	198	72.0	237	64.1
Other	13	13.7	21	7.6	34	9.2

TABLE 28

FACTORS VIEWED BY STUDENTS AS ADVANTAGES OF BEING IN VOCATIONAL EDUCATION PROGRAMS IN YOUTH INSTITUTIONS

Advantages	Number of Facilities	Rank								
		1	2	3	4	5	6	7	Not Ranked	Mean
Consideration for Early Parole	44	5	10	11	8	4	5	1	51	3.3
Pay in Vocational Education Program	41	3	9	6	3	5	7	7	54	4.3
Learning a Job Skill for Post-Release Employment	81	47	12	11	5	6	-	-	14	1.9
Desirable Institutional Work Assignment	57	12	12	13	8	5	5	2	38	3.1
Desirable Housing	31	-	2	1	2	3	7	14	64	6.0
Opportunity for Work or Study Release	45	2	12	7	13	4	2	5	50	3.7
Increased Freedom of Movement	55	8	12	10	8	11	6	-	40	3.4
Other	12	5	2	2	1	1	-	1	83	2.6

* 1 = Most Important
7 = Least Important

TABLE 29

FACTORS VIEWED BY STUDENTS AS ADVANTAGES OF BEING
IN VOCATIONAL EDUCATION PROGRAMS IN ADULT INSTITUTIONS
N = 275

Advantages	Number of Facilities	Rank								
		1	2	3	4	5	6	7	Not Ranked	Mean
Consideration for Early Parole	243	91	59	38	29	12	6	8	31	2.4
Pay in Vocational Education Program	185	12	15	35	32	21	21	45	89	4.6
Learning a Job Skill for Post-Release Employment	255	109	67	36	21	17	4	1	19	2.2
Desirable Institutional Work Assignment	220	24	42	56	43	32	12	10	54	3.4
Desirable Housing	178	2	4	9	22	37	48	54	96	5.6
Opportunity for Work or Study Release	209	10	40	38	35	29	41	16	65	4.1
Increased Freedom of Movement	198	8	24	26	31	41	38	30	76	4.6
Other	19	4	5	5	-	2	-	-	255	3.3

* 1 = Most Important
7 = Least Important

TABLE 30

TYPES OF CREDIT AVAILABLE TO STUDENT UPON COMPLETION OF PROGRAM

Credit	Youth		Adult		Total	
	Number of Programs	Percent of N (N=475)	Number of Programs	Percent of N (N=1479)	Number of Programs	Percent of N (N=1954)
Outside Certification, Diploma, License	87	18.3	529	35.8	616	31.5
Facility Certification	344	72.4	1,073	72.5	1,417	72.5
Apprenticeship Credit or Certification	49	10.3	245	16.6	294	15.1
High School or GED Credit	257	54.1	340	23.0	597	30.6
Credit Toward Post High School Degree	48	10.1	209	14.1	257	13.2
Opportunity to Take Test for License or Certificate	37	7.8	231	15.6	268	13.7
Other	8	1.7	53	3.6	61	3.1

Instructional Staff Characteristics

Various characteristics of the teaching staffs of vocational education programs were explored in the survey. The overwhelming majority of vocational staff were reported to be teachers from outside the organization. No ex-inmates were used as part-time teachers by either youth or adult institutions. No inmates were used as full-time or part-time teachers by youth institutions.

Racial makeup of part- and full-time teachers was heavily weighted toward whites. Blacks accounted for only 11.3 percent of full-time teachers and 13.4 percent of part-time teachers in the institutions providing data. Other minorities accounted for between 2.9 and 4.1 percent of full-time and part-time teachers.

Almost two-thirds of the teachers held State Board of Education certification. About fifteen percent had some type of State Licensing Board certification.

In terms of teacher experience prior to teaching in the facility at which they were currently employed, the greatest average years of experience (12.3 years for youth and 15.5 years for adult institution teachers) was in work in industrial areas related to their teaching. The next highest average years of experience was teaching in their current facility.

Annual beginning, average, and highest salaries averaged across respondents were comparable for adult and youth

facilities. For all facilities the lowest beginning salary was $10,849. The average salary was $13,037 while the highest salary possible was $16,317. No data is available on what period of time (9 month, 12 month, 185 contract days, etc.) the salaries represent.

Many vocational programs provided teaching aides, either inmates and/or other persons. Of the 42 youth and 206 adult programs (out of 475 and 1,479 total programs respectively) reporting, 60 percent of youth and 65 percent of adult programs had at least one non-inmate aide. Some programs reported 11 or more non-inmate aides.

In the inmate aide category, 64 percent of the youth programs reporting (17 out of 475) and 50 percent of the adult programs reporting (417 out of 1,479) indicated at least one inmate teacher aide. Several programs had 16 or more inmate aides.

TABLE 31

CLASSIFICATION OF PART-TIME TEACHERS

Classification	Youth		Adult		Total	
	Number of Teachers	Percent	Number of Teachers	Percent	Number of Teachers	Percent
Inmates	--	--	14	15.1	14	12.8
Ex-Inmates	--	--	--	--	--	--
Teachers from Outside Organization	16	100.0	79	84.9	95	87.2
Totals	16	100.0	93	100.0	109	100.0

TABLE 32

CLASSIFICATION OF FULL-TIME TEACHERS

Classification	Youth		Adult		Total	
	Number of Teachers	Percent	Number of Teachers	Percent	Number of Teachers	Percent
Inmates	--	--	29	17.7	29	16.4
Ex-Inmates	4	30.8	7	4.3	11	6.2
Teachers from Outside Organization	9	69.2	128	78.0	137	77.4
Totals	13	100.0	164	100.0	177	100.0

TABLE 33

RACE OF PART-TIME TEACHERS

Race	Youth		Adult		Total	
	Number of Teachers	Percent	Number of Teachers	Percent	Number of Teachers	Percent
White	47	81.0	236	82.8	283	82.5
Black	8	13.8	38	13.3	46	13.4
Hispanic	2	3.5	8	2.8	10	2.9
Native American or Eskimo	-	-	1	0.4	1	0.3
Oriental	-	-	-	-	-	-
Other	1	1.7	2	0.7	3	0.9
Totals	58	100.0	285	100.0	343	100.0

TABLE 34

RACE OF FULL-TIME TEACHERS

Race	Youth		Adult		Total	
	Number of Teachers	Percent	Number of Teachers	Percent	Number of Teachers	Percent
White	444	79.4	1,452	88.0	1,896	85.8
Black	101	18.1	149	9.0	250	11.3
Hispanic	13	2.3	38	2.3	51	2.3
Native American or Eskimo	-	-	4	0.2	4	0.2
Oriental	-	-	-	-	-	-
Other	1	0.2	8	0.5	9	0.4
Totals	559	100.0	1,651	100.0	2,210	100.0

TABLE 35

TYPE OF CERTIFICATION HELD BY TEACHERS

Certification	Youth		Adult		Total	
	Number of Teachers	Percent	Number of Teachers	Percent	Number of Teachers	Percent
None	55	8.8	249	12.9	304	11.9
State Board of Education	414	66.1	1,169	60.8	1,583	62.1
State Licensing Board	110	17.6	286	14.9	396	15.5
Union	11	1.8	104	5.4	115	4.5
Other	36	5.7	116	6.0	152	6.0
Totals	626	100.0	1,924	100.0	2,550	100.0

TABLE 36

YEARS OF TEACHERS' PRIOR EXPERIENCE

Types of Experience	Youth		Adult		Total	
	Number of Teachers	Average Years of Experience	Number of Teachers	Average Years of Experience	Number of Teachers	Average Years of Experience
Teaching - This Facility	498	6.6	1,437	5.2	1,935	5.5
Teaching - Other Correctional Facility	40	5.9	142	3.9	182	4.3
Teaching - Non-Correctional Facility	130	5.2	491	5.1	803	3.9
Work in Related Industrial Area	412	12.3	1,274	15.5	1,686	14.7

TABLE 37

ANNUAL SALARIES AVAILABLE TO FULL-TIME
VOCATIONAL EDUCATION TEACHERS

Annual Salary	Youth		Adult		Total	
	Number of Facilities	Average	Number of Facilities	Average	Number of Facilities	Average
Lowest Beginning	83	$11,354	229	$10,666	312	$10,849
Average	78	12,782	215	13,129	293	13,037
Highest Possible	81	15,540	222	16,600	303	16,317

TABLE 38

NUMBER OF TEACHER AIDES FOR
VOCATIONAL EDUCATION PROGRAMS
(Not Including Offenders)

Number of Aides	Youth		Adult		Total	
	Number of Programs	Percent	Number of Programs	Percent	Number of Programs	Percent
1	25	59.5	134	65.0	159	64.1
2	9	21.4	39	18.9	48	19.4
3	1	2.4	18	8.7	19	7.7
4	4	9.5	10	4.9	14	5.6
5	2	4.8	-	-	2	0.8
6 - 10	1	2.4	4	2.0	5	2.0
11 - 20	-	-	1	0.5	1	0.4
Totals	42	100.0	206	100.0	248	100.0
Not Providing Data	433	-	1,273	-	1,706	-

TABLE 39

NUMBER OF OFFENDERS EMPLOYED AS
TEACHER AIDES

Number of Aides	Youth		Adult		Total	
	Number of Programs	Percent	Number of Programs	Percent	Number of Programs	Percent
1	11	64.7	210	50.4	221	50.9
2	2	11.8	109	26.1	111	25.6
3	1	5.9	52	12.5	53	12.2
4	2	11.8	37	8.9	39	9.0
5	-	-	4	1.0	4	0.9
6 - 10	1	5.9	3	0.7	4	0.9
11 - 15	-	-	-	-	-	-
16 - 20	-	-	2	0.4	2	0.5
Totals	17	100.0	417	100.0	434	100.0
Not Providing Data	458	-	1,062	-	1,520	-

Guidance, Counseling, and Job Placement Services

Individual vocational counseling was the most frequently mentioned regularly provided guidance and counseling service (78.9 percent of youth facilities and 71.5 percent of adult facilities). Personal counseling related to work or training assignments was provided by 70 percent of both the adult and youth facilities. Aptitude testing was provided by 40 percent of the youth and 46 percent of the adult institutions.

Placement services were provided to offenders by 54 to 71 percent of the youth facilities. These services included literature on job opportunities and entrance requirements and courses in job application and interviewing skills. Fifty percent of the adult institutions provided literature and courses also. In addition, fifty-two percent provided job placement services in pre-release centers or halfway houses.

Job placement services in 54 percent of the youth facilities were provided by facility case or social workers. Facility teachers and parole officers provided the service in 46 percent and 44 percent of the institutions respectively. In 44 percent of the adult institutions facility teachers provided the job placement services. From 30 to 37 percent of the institutions reported vocational rehabilitation agency, state/local employment office, facility case or social workers, and parole officers as the agency/persons giving the job placement services.

TABLE 40

REGULARLY PROVIDED GUIDANCE AND COUNSELING SERVICES

Service	Youth		Adult		Total	
	Number of Facilities	Percent of N (N= 95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
Aptitude Testing	38	40.0	127	46.4	165	44.6
Interest Testing	38	40.0	93	33.9	141	38.1
Visits by Outside Business and Industry Representatives	27	28.4	90	32.8	117	31.6
Individual Vocational Counseling	75	78.9	196	71.5	271	73.2
Group Vocational Counseling	35	36.8	95	34.7	130	35.1
Personal Counseling Related to Work or Training Assignments	69	72.6	192	70.1	261	70.5
Other	3	3.2	14	5.1	17	4.6
None	3	3.2	18	6.6	21	5.7

TABLE 41

PLACEMENT SERVICES PROVIDED TO OFFENDERS

Service	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
Maintain File of Position Openings	9	9.5	50	18.2	59	16.0
Provide Literature for Job Opportunities and Entrance Requirements	52	54.7	144	52.6	196	53.0
Referral for Job Interviews	45	47.4	122	44.5	167	45.2
Placement Service in Pre-release Center or Halfway House	27	28.4	145	52.9	172	46.5
Course in Job Application and Interview Skills	68	71.6	151	55.1	219	59.2
Registraction at State or Local Employment Offices	22	23.2	73	26.6	95	26.7
Other	9	9.5	31	11.3	40	10.8
None	3	3.2	17	6.2	20	5.4

TABLE 42

PERSONS OR AGENCY PROVIDING JOB PLACEMENT SERVICES
TO OFFENDERS DURING INCARCERATION

Persons/Agency	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
No Services	15	15.8	49	17.9	64	17.3
Vocational Rehabilitation Agency	33	34.7	101	36.9	134	36.2
State/Local Employment Office	18	18.9	84	30.7	102	27.6
Facility Teachers	44	46.3	121	44.2	165	44.6
Facility Case or Social Workers	51	53.7	98	35.8	149	40.3
Parole Officer	42	44.2	99	36.1	141	38.1
Other	16	16.8	66	24.1	86	23.2

Student Status After Completion of Vocational Education Programs

Length of stay after completing vocational education programs was less than three months for students in 78 percent of the youth facilities. In adult institutions, the length of stay was more varied. Eight-six percent of the adult students were reported to stay from less than three to 11 months.

An average of 62 percent of vocational students in youth facilities were paroled or released upon completion of their program. Thirty-seven of the 95 youth facilities reported that 42 percent of the inmate students were returned to the institution population upon program completion. In adult institutions only 33 percent of program completers were released or paroled. Adult completers were fairly evenly divided in assignments to institutional activities related to their training, activities unrelated to their training, or reassignment to the institution population.

Less than half the youth and adult institutions had some type of follow-up program for some or all of their programs. Forty-two percent of the youth and forty percent of the adult institutions reported some follow-up programs. Ninety-four percent of the youth and adult institutions responded to the question of follow-up activities.

Of those 248 institutions which responded to the question on available follow-up information for released/paroled students, 67 percent of the youth and adult institutions indicated they had no data on the type of job obtained.

One-hundred and ninety-four institutions reported approximately thirty percent of the last two years' students were placed on jobs related to their training and one-hundred and fifty-seven institutions indicated 30 percent were placed on jobs not related to their training.

TABLE 43

LENGTH OF STUDENT STAY IN INSTITUTION AFTER
COMPLETING VOCATIONAL EDUCATION PROGRAM

Length of Stay	Youth		Adult		Total	
	Number of Facilities	Percent	Number of Facilities	Percent	Number of Facilities	Percent
Less than 3 months	61	78.2	67	28.2	128	40.5
3 to 6 months	11	14.1	83	34.9	94	29.7
7 to 11 months	4	5.1	54	22.7	58	18.4
12 months or more	1	1.3	33	13.9	34	10.8
Other	1	1.3	1	0.4	2	0.6
Totals	78	100.0	238	100.0	316	100.0
Not Providing Data	17	-	37	-	54	-

TABLE 44

STUDENT STATUS AFTER COMPLETION
OF VOCATIONAL EDUCATION PROGRAM

Status	Youth		Adult		Total	
	Number of Facilities	Average Percent of Students	Number of Facilities	Average Percent of Students	Number of Facilities	Average Percent of Students
Released/Paroled Immediately	62	61.6	169	32.5	231	40.3
Assigned to Institution Activity Related to Vocational Program	35	12.3	186	21.9	221	20.4
Assigned to Institution Activity Not Related to Vocational Program	35	25.7	182	35.5	217	33.9
Returned to Institution Population	37	41.8	143	34.7	180	36.2
Other	16	49.9	51	44.3	67	45.6

TABLE 45

FOLLOW-UP INFORMATION ON RELEASED/PAROLED VOCATIONAL EDUCATION STUDENTS

Follow-Up Information	Youth		Adult		Total	
	Number of Facilities	Average Percent of Last 2 years' Enrollees	Number of Facilities	Average Percent of Last 2 years' Enrollees	Number of Facilities	Average Percent of Last 2 years' Enrollees
Student Placed in Job Related to Vocational Education Program Area	51	22.5	143	33.5	194	30.6
Student Placed in Job Not Related to Vocational Education Program Area	44	28.4	113	30.4	157	29.8
No Information Available on Type of Job Obtained	62	66.5	186	66.5	248	66.5

Program Additions, Changes, and Curtailments

Over half the adult and youth institutions indicated that no programs were curtailed during FY '75 - '76. If curtailments occurred, the predominantly cited reason was lack of funds. No qualified staff was the next most often cited reason for curtailment.

In terms of changes needed in vocational program offerings, the two most frequently cited reasons (by 57 to 64 percent of the youth and adult institutions) were "greater variety" and "new programs based on changing job marked."

Thirty-nine percent of the youth institutions and forty-eight percent of the adult institutions planned "new" programs within the next year. Sixty-one percent of the youth and fifty-two percent of the adult institutions either were not planning any new programs or did not know if they were.

Sixty-nine youth institutions indicated a total of 37 different courses to be instituted next year. Two hundred and fourteen adult institutions listed 77 different new programs to be instituted.

TABLE 46

REASONS FOR CURTAILMENT OF VOCATIONAL EDUCATION PROGRAMS
IN FY '75 - '76

Reasons for Program Curtailment	Youth		Adult		Total	
	Number of Facilities	Percent of N (N=95)	Number of Facilities	Percent of N (N=275)	Number of Facilities	Percent of N (N=370)
No Program Curtailed	54	56.8	179	65.6	233	63.0
Insufficient Funds	26	27.4	35	12.8	61	16.5
Equipment Too Expensive	6	6.3	10	3.7	16	4.3
Poor Potential Job Markets	1	1.1	19	7.0	20	5.4
Poor Business Attitude to Hiring Offenders	1	1.1	3	1.1	4	1.1
Labor Union Restrictions on Apprenticeships	1	1.1	4	1.5	5	1.4
Competition From Other Prison Activities	-	-	3	1.1	3	0.8
No Qualified Staff	10	10.5	26	9.5	36	9.7
Lack of Offender Interest	5	5.3	20	7.3	25	6.8
Other	3	3.2	9	3.3	12	3.2

TABLE 47

CHANGES NEEDED IN VOCATIONAL EDUCATION PROGRAM OFFERINGS

Changes Needed	Youth		Adult		Total	
	Number of Programs	Percent of N (N=95)	Number of Programs	Percent of N (N=275)	Number of Programs	Percent of N (N=370)
Greater Variety	61	64.2	163	59.7	224	60.5
More Openings in Existing Programs	27	28.4	84	30.8	111	30.0
More Opportunities for Training Outside Facility	44	46.3	110	40.3	154	41.6
New Programs Based on Changing Job Market	56	58.9	156	57.1	212	57.3
Other	15	15.8	36	13.2	51	13.8
None	4	4.2	12	4.4	16	4.3

TABLE 48

NEW PROGRAMS TO BE INSTITUTED IN YOUTH INSTITUTIONS
N=95

Program	Number of Facilities
Construction/Building Trades	6
Welding	6
Auto Mechanics	5
Building Custodial/Janitorial	4
Landscaping	4
Horticulture/Gardening	3
Machine Trades/Shop	3
Auto Body/Fender Repair	2
Cooking/Culinary Arts	2
Data Processing	2
Home Economics	2
Office Workers	2
Plumbing	2
Refrigeration/Air Conditioning/Heating	2
Food Service	2
22 Other programs were mentioned once	22
37 Programs Total	69

TABLE 49

NEW PROGRAMS TO BE INSTITUTED IN ADULT INSTITUTIONS
N=275

Program	Number of Facilities
Welding	16
Small Engine Repair	15
Refrigeration/Air Conditioning/Heating	12
Auto Body/Fender Repair	9
Drafting/Mechanical Drawing	8
Building Maintenance	8
Food Service	7
Cooking/Culinary Arts	7
Auto Mechanics	6
Carpentry	6
Upholstery	6
Building Custodian/Janitorial	5
Electrical Appliance Repair/Small	5
Office Machine Repair	5
Electrician/Electricity	5
Electronics	4
Plumbing	4
Optical Technical/Lens Grinding	4
Machine Trades/Shop	3
Masonry/Bricklaying	3
Radio/TV Repair	3
Graphic Arts	3

TABLE 49 (continued)

NEW PROGRAMS TO BE INSTITUTED IN ADULT INSTITUTIONS
N=275

Program	Number of Facilities
Wiring	3
Barbering	2
Cabinet Making	2
Computer Programming	2
Dental Technician	2
Diesel Mechanics	2
Horticulture/Gardening	2
Meat Cutting	2
Office Workers	2
Offset Printing	2
Service Station Operation	2
Sheet Metal	2
Gas and Diesel Engine	2
Power Mechanics	2
41 Programs were mentioned once	41
77 Programs Total	214

APPENDICES

A. Identification of Survey Population

B. Development of Survey Form A and B

C. Data Collection Methodology

D. Data Analysis Methodology

APPENDIX A

IDENTIFICATION OF SURVEY POPULATION

Determination of the population of correctional institutions to be surveyed consisted of several steps. First, contact was made with the chief administrators of adult and juvenile correctional departments, Federal Bureau of Prison facilities, city and county jails, military correctional installations in all fifty states and the Canadian Penitentiary Service. This contact was established to facilitate the identification of those correctional institutions which were providing vocational education programs. The administrators were advised of the full scope of the study and of the various professional organizations which were endorsing the study. They were asked to identify institutions and people who should participate in the study.

In contacting states' chief administrators, project staff were, in most cases, directed to work with a state level liaison person who would coordinate the distribution and return of survey forms. In some instances, however, project staff were instructed to work with specific individuals at the institution level. A survey information packet was then sent to the appropriate individual. Included in the packet were the survey forms and instructions for their distribution, completion, and return. Form A contained questions of a general nature about the facility's total vocational program. One Form A was to be completed for each facility offering vocational

education programs. Form B requested specific information about each vocational education course offered within the facility. One Form B was to be completed for each course offered. A total of 419 "state" level institutions were eventually included in the survey.

Contact was made with the Federal Bureau of Prisons by a telephone call to the Education Administrator who advised that all survey forms be sent directly to the individual facilities. Subsequently, survey information packets were sent to the appropriate contact persons representing 37 BOP institutions.

Jails (city and county) with education programs were identified by reference to two documents--Local Jails: A Report Presenting Data for Individual County and City Jails from the 1970 National Jail Census and the U.S. Census of Population - 1970. The report on local jails identified jails with educational programs while the U.S. Census of Population directed project staff toward heavily populated areas where the likelihood of vocational programming in jails existed.

Volume 12-197 of The National Directory of Law Enforcement Administrators was used to identify jail administrators. A total of 451 letters requesting names of contact persons was sent to the jails identified through the report on local jails and the population census. Survey information packets were then mailed to contact persons identified by jail administrators.

The names of military correctional installations offering vocational education programs were obtained through phone calls to Army, Navy, Marine Corps, and Air Force installations.

Survey information packets were then sent to individuals identified as contact persons at 4 installations.

Canadian facilities offering vocational education programs were identified by the chief Canadian administrators who suggested appropriate individuals to serve as contact persons for the study. As those individuals were identified, they were sent survey information packets. Eighteen federal Canadian institutions were identified.

From this identification of institutions effort a total of 929 institutions became the survey populations. These 929 correctional facilities were the ones in North America believed to represent almost all of the existent correctional institutions conducting vocational programs.

The specific breakdown of the institutions surveyed by governance level was:

419 State
37 Federal Bureau of Prisons
451 Local and County Jails
4 Military
18 Canadian

APPENDIX B

DEVELOPMENT OF SURVEY FORMS A AND B

The development of survey instruments was based on considerations of the nature of information to be collected, the target population, and the method of collecting the information.

The nature of information to be collected addressed the question "What is the status of vocational education in correctional institutions nationally?" To answer this question, two forms were developed which focused on major characteristics of vocational programming including:

- characteristics of students and staff
- types of programs offered and enrollments
- selection and placement of students into programs
- adequacy of vocational program equipment and facilities
- amount and sources of financial support
- extent of supportive services
- goals of vocational programs
- vocational program accreditation and approvals

Since the target population consisted of all correctional institutions offering vocational education programs, questions and response categories had to be formulated that were applicable to a wide range of correctional settings. For example, questions referring to the type and security level of facilities had to be applicable to small short term local jails as well as to large, long term, federal, and state penitentiaries.

Specific information needs were identified for each area, and lists of questions prepared. These questions were grouped to form two questionnaires: Form A contained questions of a general nature about the entire vocational program; Form B focused on characteristics of specific vocational programs offered within a facility.

Throughout development of the questionnaires, the method of collecting data was considered in the structuring of questions and the total length of each questionnaire. That is, since the questionnaires were to be administered through the mail, it was important that questions were clear and concise and that the burden of interpretation of questions and time to complete questions was minimized. Thus, questions were constructed to focus on single dimensions of programs and activities, were made as short as possible with key words underlined, and, in most cases, required the respondent to either select a response category or provide numerical information.

Consideration was also given to the length of the questionnaires. Only those program features considered to be important indicators of program operations were included for study. This consideration was particularly important in developing Form B which required multiple completions--one for each vocational course offered in a facility.

The format and content of Forms A and B were reviewed and critiqued by project staff, members of the project advisory committee, by an evaluation consultant at The Center, and by administrators of education programs for Ohio's Correctional

system. During this process, questions were added and deleted, wording was revised to improve clarity, and response categories were refined. The finalized forms appear following this page.

A NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

FORM A

(Name of Facility)
(City) (State)

The purpose of this study is to describe the status of vocational education programs provided by correctional institutions and jails in the United States and its territories. Form A contains questions of a general nature about the entire vocational program.

Please write in the name and location of the facility in the space provided above.

Please return this completed form in the enclosed envelope, as soon as possible to Bob Abram, Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Thank you for your cooperation and assistance.

If additional information or materials are needed, call Bob Abram or Rosetta Gooden at (614) 486-3655.

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INSTRUCTIONS: WHEN COMPLETING THIS QUESTIONNAIRE, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT.

2. PLACE A CHECK MARK (✓) IN THE SPACE TO THE RIGHT OR

3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

Name of person completing questionnaire/Title or position

Address /Phone

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FACILITY CHARACTERISTICS

1. Indicate which one of the following best describes this facility. ___

   1. prisons, penitentiary or reformatory
   2. detention or classification center
   3. training school
   4. farm or work camp
   5. pre-release center such as halfway house
   6. jail
   7. other (specify) _____

2. Indicate which one of the following best describes this facility. ___

   1. minimum security
   2. medium security
   3. maximum security
   4. other (specify) _____

INMATE CHARACTERISTICS

3. Estimate the percentage of offenders whose stay in this facility (before parole, release, or transfer) will probably be:

   1. less than 3 months . . . . . ___ ___ ___%
   2. 3-6 months . . . . . ___ ___ ___%
   3. 7 months - less than 1 year. . . . . ___ ___ ___%
   4. 1-2 years . . . . . ___ ___ ___%
   5. 3-5 years . . . . . ___ ___ ___%
   6. 6-9 years . . . . . ___ ___ ___%
   7. 10 years or longer . . . . . ___ ___ ___%

   Total 1 0 0%

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4. Approximately what percentage of offenders currently in this facility are:

1. White or Caucasion . . . . . ___%
2. Black . . . . . ___%
3. Spanish Surname . . . . . ___%
4. American Indian or Eskimo . . . . . ___%
5. Oriental . . . . . ___%
6. Other (specify) . . . . . ___%

_____

_____

Total 100%

5. Approximately what percentage of the offenders presently being handled by this facility are in each of the following age groups?

1. Under 15 years of age . . . . . ___%
2. 15-17 . . . . . ___%
3. 18-20 . . . . . ___%
4. 21-30 . . . . . ___%
5. 31-40 . . . . . ___%
6. 41-50 . . . . . ___%
7. 51 or more . . . . . ___%

Total 100%

6. What is the total number of offenders currently in this facility?

1. Female . . . . . ___
2. Male . . . . . ___
3. Total . . . . . ___

TYPES OF VOCATIONAL PROGRAMS OFFERED

7. Please list each formal vocational program offered this year within this facility. For the purpose of this study, formal vocational education is defined as those programs that:

- . are conducted under the supervision of the facility's education department,
- . consist of both skill training and technical or theory related instruction,
- . are planned and organized to prepare the student for gainful entry level employment, and
- . have space set aside within the institution for skill training and theory related instruction.

Program Name[1]	No. of Offenders Currently Enrolled	No. of Offenders Currently on Waiting List
1. _____	1. ___	1. ___
2. _____	2. ___	2. ___
3. _____	3. ___	3. ___
4. _____	4. ___	4. ___
5. _____	5. ___	5. ___
6. _____	6. ___	6. ___
7. _____	7. ___	7. ___
8. _____	8. ___	8. ___
9. _____	9. ___	9. ___
10. _____	10. ___	10. ___
11. _____	11. ___	11. ___
12. _____	12. ___	12. ___
13. _____	13. ___	13. ___
14. _____	14. ___	14. ___

Attach additional sheet if necessary.

[1]Please place an asterisk (*) beside the programs listed above that offer approved apprenticeship training which is state or federally registered.

8. Please list each vocational program within this facility that is conducted in cooperation with prison industries or prison maintenance. For the purpose of this study, cooperative vocational education is defined as those programs that:

- are conducted under the supervision of the facility's education department,
- provide skill training during assignment to prison industry or prison maintenance,
- provide technical or theory related instruction in space set aside for this purpose, and
- are planned and organized to prepare the student for gainful entry level employment.

Program Name[2]	No. of Offenders Currently Enrolled	No. of Offenders Currently on Waiting List
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
8.	8.	8.
9.	9.	9.
10.	10.	10.

[2] Please place an asterisk (*) beside the programs listed above that offer approved apprenticeship training which is state or federally registered.

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9. Please list any formal vocational/technical education programs offered outside this institution at local vocational or technical schools in which offenders are enrolled or are on waiting lists (i.e., education or study release):

Program Name[3]	Name of School or Community College	No. of Offenders Currently Enrolled	No. of Offenders Currently on Waiting List
1.		1.	1.
2.		2.	2.
3.		3.	3.
4.		4.	4.
5.		5.	5.
6.		6.	6.
7.		7.	7.
8.		8.	8.
9.		9.	9.
10.		10.	10.

[3] Please place an asterisk (*) beside the programs listed above that offer approved apprenticeship training which is state or federally registered.

10. Is this facility's vocational education program organized as part of a school district? . . . . . ___

1. yes, name of school district _____
2. no

11. Is this facility's vocational education program approved by the State Department of Education? . . . . . ___

1. yes
2. no

INSTRUCTIONAL STAFF

12. Give the total number of teachers, both full and part time, in this facility's vocational education programs. Do not include helpers or teachers' aides. Include all teachers as lecturers provided by outside organizations.

	Part Time	Full Time
1. White		
2. Black		
3. Spanish Surname		
4. American Indian or Eskimo		
5. Other (specify) _____		

13. Give the number of vocational teachers, both full and part time, in each of the following categories. Do not include helpers or teachers' aides.

	Part Time	Full Time
1. inmates		
2. ex-inmates		
3. lecturers or teachers provided by outside organizations who teach in the vocational training programs		

14. Please estimate the salaries available to full-time vocational education teachers as follows:

1. lowest beginning annual salary . . . . . $_ _ _ _ _
2. approximate average annual salary . . . . $_ _ _ _ _
3. highest annual salary possible . . . . . $_ _ _ _ _

PERCEIVED GOALS

15. Which of the following suggested goals for formal vocational education programs do you feel are most important in actual practice at this facility. Rank order these from "1" most important to "8" least important.

	Rank
1. develop specific job skills	
2. place offender on a job upon release	
3. develop offender's personal and social skills	
4. develop offender's work habits	
5. provide a means of evaluating offenders for parole	
6. provide offenders with constructive activities	
7. other (specify) _____	

SPECIAL PROGRAMS

16. Are vocational education programs offered for any of the following at this facility? (Check all that apply.

1. mentally retarded (educable or trainable) . . . . ___
2. auditorially handicapped . . . . . ___
3. visually handicapped . . . . . ___
4. orthopedically handicapped . . . . . ___
5. other health problems (cardiac problems, diabetes, etc. . . . . ___
6. offenders over 45 years old . . . . . ___
7. other (specify) _____ . . ___
8. none . . . . . ___

17. What provisions are made for training special language or cultural groups at this facility? (Check all that apply.)

1. bilingual vocational education materials . . . . . ___
2. bilingual instructors . . . . . ___
3. English as a second language . . . . . ___
4. training in minority problems for instructional staff. . . . . ___
5. other (specify) . . . . . ___
6. none . . . . . ___

PROGRAM EXPENDITURES

18. What were the total expenditures for this facility for the last fiscal year? Include all monies spent for all functions such as administration, education, counseling, building maintenance, utilities, materials, etc., regardless of the source of these funds. Exclude capital expenditures.

$_ _ _ _ _ _ _

19. Are education funds budgeted as such (i.e., a line budget item) or are they part of another budget category?

1. budgeted as line item . . . . . ___
2. part of another budget item . . . . . ___

20. If monies other than those from the institutional budget were spent for vocational programs, what were the sources of these funds? (check all that apply and give the amount spent during the last fiscal year.)

Source		Amount
1. no other monies used	___	$_ _ _ _ _ _
2. CETA	___	$_ _ _ _ _ _
3. state department of vocational rehabilitation	___	$_ _ _ _ _ _
4. state department of education	___	$_ _ _ _ _ _
5. state department of vocational education	___	$_ _ _ _ _ _
6. ESEA Title 1	___	$_ _ _ _ _ _
7. LEAA	___	$_ _ _ _ _ _
8. institutional school district	___	$_ _ _ _ _ _
9. private corporation	___	$_ _ _ _ _ _
10. community college/university .	___	$_ _ _ _ _ _
11. other specify)	___	$_ _ _ _ _ _
_____		
_____		

21. What were the total vocational education operation expenditures for last fiscal year? Include all monies spent from the institutional budget and from other sources listed in question 20. Do not include capital expenditures for new equipment or facilities. (Provide the amounts by category if possible.)

1. total . . . . . $_ _ _ _ _ _
2. salaries plus fringe benefits . . . . . $_ _ _ _ _ _
3. supplies . . . . . $_ _ _ _ _ _
4. other . . . . . $_ _ _ _ _ _

22. What were the total educational operation expenditures for the last fiscal year? Include all monies spent from institution budget and from other sources listed in question 20. Do not include capital expenditures for new equipment or facilities. (Provide the amounts by category if possible.)

1. total . . . . . $_ _ _ _ _ _
2. salaries . . . . . $_ _ _ _ _ _
3. supplies . . . . . $_ _ _ _ _ _
4. other . . . . . $_ _ _ _ _ _

ENTRY PROCEDURES

23. When are vocational programs usually given? . . . . . ____

1. Started as soon as possible after offender enters institution regardless of parole or release date eligibility.
2. Scheduled so that vocational program will be completed shortly before parole or release date eligibility.
3. other (specify) _____

_____

24. Are offenders assigned to vocational programs or is enrollment voluntary? . . . . . ____

1. offenders have choice
2. mandatory assignment
3. other (specify) _____

_____

25. Which of the following types of tests are actually used in selecting students for formal vocational education programs? (Check all that apply.)

1. aptitude tests . . . . . ___
2. personality tests . . . . . ___
3. interest tests . . . . . ___
4. achievement tests . . . . . ___
5. I.Q. tests . . . . . ___
6. none used . . . . . ___
7. other (please list) _____ ___

_____

26. Who makes the final decision about which offenders will be placed in formal vocational education programs? . . ____

1. education personnel
2. counseling personnel
3. classification committee
4. other (specify) _____

_____

27. In your opinion, what percentage of the offenders who enter this institution are unable to participate in vocational education programs due to: (Check all that apply.)

1. inability to meet minimum academic requirements . ____%
2. lack of program openings . . . . . ____%
3. institutional security rules or previous offenses ____%
4. length of stay too short . . . . . ____%
5. other priority assignments in the institution (maintenance, industry) . . . . . ____%
6. lack of aptitude or interest . . . . . ____%
7. other (specify) _____ ____%

_____

PROGRAM INCENTIVES

29. In your opinion, what do the offenders generally see as the advantage of being in vocational education programs? Rank order these from "1" most important to "7" least important.

	Rank
1. consideration for early parole	____
2. pay for being in vocational program	____
3. learning a job skill for post-release employment	____
4. desirable work assignment in institution (explain: _____)	____
5. desirable housing area (cell block, wing, etc.)	____
6. opportunity for work or study release	____
7. increased freedom of movement in institution	____
8. other (specify: _____)	____

29. How much are students in vocational education programs paid? If nothing, write in $0.00. $__ . __ __ per _____

POST PROGRAM STATUS

30. After vocational program is completed or terminated, approximately what percentage of the students are:

1. released or paroled immediately	____%
2. assigned to an activity within the institution/facility related to their vocational program	____%
3. assigned to an activity unrelated to their vocational program	____%
4. returned to the general institutional population	____%
5. other (specify) _____	____%
Total	100%

31. On the average, how long will an offender remain in this facility after their vocational education program? ____

1. less than 3 months
2. 3 to less than 6 months
3. 7 to less than 11 months
4. 12 months or more
5. other (specify) _____

SUPPORT SERVICES

32. What types of vocational guidance and counseling services are regularly provided to most offenders during their stay in this facility? (Check all that apply.)

1. aptitude testing	____
2. interest testing	____
3. visits by outside business and industry representatives	____
4. individual vocational counseling	____
5. vocational counseling with groups of offenders	____
6. helping offenders with problems in adjusting to their work or training assignments	____
7. other _____	____
8. none	____

33. What types of job placement services are regularly provided to most offenders during their stay in this facility? (Check all that apply.)

1. file of "position openings" maintained in this facility ____
2. literature or other information concerning job opportunities, and entry requirements provided . . . . . ____
3. referral of offenders to particular employer(s) for job interview . . . . . ____
4. job placement services provided by pre-release center or halfway house . . . . . ____
5. course on job hunting skills, such as filling out an application blank, appropriate interview behavior, etc. ____
6. registration of offenders at state or local employment offices . . . . . ____
7. none provided . . . . . ____
8. other (specify) _____ ____

34. Who provides job placement services to offenders during their stay in this facility? (Check all that apply.)

1. no services provided . . . . . ____
2. vocational rehabilitation agency . . . . . ____
3. state or local employment office . . . . . ____
4. teachers at this facility . . . . . ____
5. case workers or social workers at this facility . . . . ____
6. parole officer . . . . . ____
7. other (specify) _____ ____

FOLLOW-UP

35. Is there an organized program, which is regularly carried out, for following up released or paroled offenders who have had vocational education in this facility to find out whether or not this education was useful to them in getting and keeping a job? . . . . . ____

1. yes, for all programs
2. yes, for some programs
3. no

36. To the best of your knowledge, of those enrolled in the vocational programs within the last two years who have been released or paroled:

1. What percentage were placed in jobs related to the vocational program area upon release or parole? . . . . . ____%
2. What percentage were placed in jobs not related to vocational program area upon release or parole? . . . . ____%
3. For what percentage don't you have information about the type of job obtained? . . . . . ____%

ADVISORY COMMITTEE

37. Is there a citizen's occupational advisory committee for the institution's vocational education programs? . . . . . ____

1. yes, a general committee for all vocational programs
2. yes, craft committees for separate vocational programs
3. no

PROGRAM CHANGES

38. Have you had to curtail any vocational education programs in the last year? (Check all that apply.)

1. no . . . . . ____
2. yes, insufficient funds . . . . . ____
3. yes, equipment too expensive . . . . . ____
4. yes, poor potential job markets for offenders . . . . ____
5. yes, poor business attitude to hiring offenders . . . ____
6. yes, labor union restrictions on apprenticeships . . ____
7. yes, competition from other prison activities (such as prison industries) . . . . . ____
8. yes, no qualified staff available . . . . . ____
9. yes, lack of offender interest . . . . . ____
10. yes, other (specify) _____ ____

_____

39. What changes need to be made in the vocational program offerings? (Check all that apply.)

1. greater variety in program offerings . . . . . ____
2. more openings in existing programs . . . . . ____
3. more opportunities for training outside the institution . . . . . ____
4. new programs to take advantage of changing job markets . . . . . ____
5. other (specify) _____ ____
6. none . . . . . ____

40. Are you planning to add new vocational education programs within the next year? . . . . . ____

1. yes
2. no
3. don't know

41. If yes, what are these programs?

1. _____
2. _____
3. _____
4. _____
5. _____

PLEASE RETURN THIS QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE. YOUR COOPERATION WILL BE GREATLY APPRECIATED.

A NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS

FORM B

(Vocational Program)

(Name of Facility)

(City) (State)

The purpose of this study is to describe the status of vocational education programs provided by correctional institutions and jails in the United States and its territories. Form B of this questionnaire focuses on specific vocational programs offered within a facility.

Please write in the name of the vocational program and the facility in which the program is offered in the spaces provided above.

Please return this completed form in the enclosed envelope, as soon as possible to Bob Abram, Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. Thank you for your cooperation and assistance.

If additional information or materials are needed, call Bob Abram or Rosetta Gooden at (614) 486-3655.

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INSTRUCTIONS: WHEN COMPLETING THIS QUESTIONNAIRE, YOU WILL BE REQUESTED TO MAKE ONE OF THREE TYPES OF RESPONSES AS FOLLOWS:

1. FILL IN THE NUMBER OF THE ANSWER YOU SELECT IN THE SPACE AT THE RIGHT.
2. PLACE A CHECK MARK (✓) IN THE SPACE TO THE RIGHT OR
3. FILL IN A NUMERICAL ANSWER SUCH AS A NUMBER OR PERCENT OF PEOPLE IN THE SPACES PROVIDED.

Name of person completing questionnaire/Title or position

Address /Phone

ENTRY REQUIREMENTS

1. Which of the following are requirements for an offender to enter this vocational program? (Check all that apply.)

   1. must be within a given age range . . . . . ____
   2. never incarcerated for certain specific offenses . . ____
   3. must have minimum custody or security level . . . . ____
   4. must pass a test(s) . . . . . ____
   5. must have sufficient time remaining to complete the program . . . . . ____
   6. specific educational achievement . . . . . ____
   7. other (specify) _____ ____
   8. no requirements . . . . . ____

2. Indicate the minimum levels usually required for entry into this vocational program. If there is no minimum level for a particular item, write "0" in the appropriate space.

   1. minimum reading grade level ____th grade
   2. minimum arithmetic grade level ____th grade
   3. minimum school grade completed (or equivalent) ____th grade
   4. minimum I.Q. score ____ points
   5. other (specify) _____

PROGRAM SCHEDULE

3. Is there a fixed amount of time scheduled for vocational programs? . . . . . ____

   1. yes
   2. no

4. If there is no fixed amount of time scheduled, what determines how long a student remains in a specific vocational program? . ___

1. student remains in program until he's released or paroled
2. student remains in program until specific performance requirements are met
3. student remains in program as long as he is interested
4. other (explain) _____

5. Estimate the amount of training time usually provided to students in this vocational program (whether fixed amount or not) for each of the following activities. Use "0" if the activity is not scheduled.

1. classroom or related instruction

_____clock hours per week for _____weeks

2. hands-on shop or laboratory instruction

_____clock hours per week for _____weeks

PROGRAM ENROLLMENT

6. Give the maximum number of students that could be enrolled in this program at any one time with existing facilities. . _ _ _

7. Give the number of students currently enrolled in this vocational program . . . . . _ _ _

8. Estimate the numbers of students currently in this program who are:

1. White or Caucasian . . . . . _ _ _
2. Black. . . . . _ _ _
3. Spanish Surname . . . . . _ _ _
4. American Indian or Eskimo-Aleutian . . . . . _ _ _
5. Oriental . . . . . _ _ _
6. Other (specify) _____ _ _ _

9. Approximately how many of the students currently in this program are in each of the following age groups?

1. under 15 years . . . . . _ _ _
2. 15-17 . . . . . _ _ _
3. 18-20 . . . . . _ _ _
4. 21-30 . . . . . _ _ _
5. 31-40 . . . . . _ _ _
6. 41-50 . . . . . _ _ _
7. 51 or more . . . . . _ _ _

PHYSICAL REQUIREMENTS

10. Does this program have: (Check the appropriate response)

	Yes	No
1. its own shop or laboratory area within this facility?	__	__
2. all the major tools, equipment, and supplies needed to teach this program?	__	__

INSTRUCTIONAL PROCEDURES

11. Is there a written daily lesson plan prepared for this program? . . . . . ___

1. yes
2. no

12. Upon successful completion of the program by the student, which of the following can the student receive? (Check all that apply.)

1. certification, diploma, or license given by outside organization . . . . . ____
2. certificate given by this facility . . . . . ____
3. apprenticeship credit or certificate . . . . . ____
4. high school or GED credit . . . . . ____
5. credit toward post high school degree . . . . . ____
6. opportunity to take test for license or certificate ____
7. other kinds of credit (specify) _____ ____

_____

ACCREDITATION

13. Has this program been reviewed and accredited by an outside agency? (e.g., North Central, Far West, Southern Association agencies or others)

1. yes
2. no
3. don't know

If yes, please specify the agency _____

14. Is this program provided by: . . . . . ____

1. contract with a community college
2. contract with area vocational school
3. contract with private individual
4. facility staff
5. other (specify) _____

_____

STAFF

15. Please answer the following questions for each teacher who currently provides related classroom instruction or hands-on shop or laboratory training for this program. Space has been provided for three teachers. Use columns two or three only if there is more than one instructor.

Are the current teachers certified in the area in which they are teaching? (Check all that apply for each teacher.)

Certification	Teacher 1	2	3
1. not certified			
2. by state board of education			
3. by state licensing board			
4. by union			
5. other (specify) _____			

16. Give the number of years of prior experience (to the nearest year) in each of the following categories for each teacher currently teaching in this program.

Category	Teacher 1	2	3
1. teaching at this facility			
2. teaching at other correctional facilities			
3. teaching at non-correctional facilities, i.e., vocational or technical schools			
4. work experience in industry related to field of instruction			

17. A. How many teacher aides or helpers are there for this program? Do not include offenders who are currently enrolled in this program. _ _ _

B. How many offenders are employed as teacher aides? _ _ _

PLEASE RETURN ALL FORM B QUESTIONNAIRES IN THE ENCLOSED ENVELOPE AS SOON AS POSSIBLE. YOUR COOPERATION WILL BE GREATLY APPRECIATED.

APPENDIX C

DATA COLLECTION METHODOLOGY

Survey information packets were mailed during the period of April 22 through April 29, 1977. Mailing delays and lost mail necessitated the remailing of survey information packets to a total of ten states.

Participants were given one month to return the survey forms. If the forms were not returned within this time, letters were sent reminding participants of the deadline and requesting their forms. Those participants who failed to respond to the first follow-up letter were contacted by telephone urging the return of survey forms in order to assist the project staff in meeting project deadlines.

There were 929 institutions which participated in the study because they were believed to have vocational education programs. Four hundred and fifty-nine institutions (53.7%) completed and returned the forms. Three hundred and eighty-four institutions, 83.7% of the 459 respondents, indicated having vocational programs, while 75 institutions, (16.3%) indicated not having such programs. Four hundred and seventy institutions did not return any forms, the majority (416) representing jails.

The mail survey was thought to be the most efficient means of collecting data from a large number of widely separated institutions. Follow-up telephone calls to clarify responses received and correct errors or missing data was considered an effective method of completing the survey.

APPENDIX D

DATA ANALYSIS METHODOLOGY

Editing of Survey Forms

As questionnaires were received, they were recorded as received and filed according to the state in which the facility was located. A three-phase editing process was initiated prior to submittal of the data for keypunching. Phase I consisted of a review of all forms for identification of invalid information and incorrectly marked responses. During this phase, attempts were made to correct major errors through follow-up phone calls to respondents. Phase II editing was a review of the follow-up information obtained for specific questions which had low response rates or incorrect responses. Phase III was a final scan to review the completeness and appropriateness of responses. At the same time a questionnaire was being edited, an identification code was assigned to Forms A and B. This activity assured that the different data for each institution would be linked together and the different programs would be identified.

Data Coding

After the data from each questionnaire was edited and coded, it was keypunched and verified on cards. At the end of the data collection period, two data files were generated--one for Form A data and one for Form B data. Cross linkages of the two files was possible by using the identification code.

Data Analysis

Analysis of the data was accomplished by using the computerized Statistical Package for the Social Sciences (SPSS) on an IBM 370 system. Programs utilized included FREQUENCIES, CROSSTABS, And FASTABS. Recording options were employed whenever necessary to collapse data entries or reorder data.

For several questions it was necessary to utilize a Fortran program to rearrange data. Once data was recoded it was analyzed using the SPSS program.

Several crosstabulations were run to clarify interpretation of the data. However, since no comparative analysis of data was planned, such crosstabulations composed only a minor portion of the data analysis.

Output of the tabulated data was usually in the form of frequency tables with cumulative, relative, and adjusted percents. Means, medians, and modes were also available.

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STUDY OBJECTIVES

The major objectives of the National Study of Vocational Education in Corrections were:

- To describe the state-of-the-art of vocational education in corrections as it is reflected in contemporary literature and documents.
- To identify and synthesize a set of standards by which vocational education programs, operations, and outcomes may be evaluated.
- To survey nationally all vocational education programs in corrections to develop a data base for future planning and evaluation.

NATIONAL STUDY OF VOCATIONAL EDUCATION IN CORRECTIONS TECHNICAL REPORTS

1. Vocational Education in Corrections: An Interpretation of Current Problems and Issues.

2. Standards for Vocational Education Programs in Correctional Institutions.

3. Vocational Education in Correctional Institutions: Summary of a National Survey.

AVAILABILITY

For information on the availability of these reports contact: CVE Publications, The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210